



CANTRELL PRIMARY AND NURSERY SCHOOL

ANTI-BULLYING POLICY

Issued: May 2024

Next review date: May 2026

Intent

At Cantrell Primary and Nursery School we believe that all children have the right to learn and our ethos of Be kind, be respectful & be responsible helps us to promote and celebrate difference and diversity. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm and secure atmosphere.

Bullying is anti-social behaviour and is unacceptable at our school. Persistent bullying can severely inhibit a child's ability to learn effectively and the negative effects of bullying can have an impact for their entire life. At Cantrell Primary, we wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

We also recognise that bullying can take place in a variety of ways both offline and online. If bullying does occur, all students should be confident that incidents will be dealt with promptly and effectively. Our anti-bullying policy adheres to and is written in conjunction with the following documents

- School Behaviour policy
- Safeguarding and Child protection policy
- Child on Child abuse policy
- SEN/D Policy
- Equality and Diversity policy
- Attendance policy
- KCSIE
- DFE Behaviour for school's guidance (Sept 2022)

What is Bullying?

Bullying is the use of aggression with the express intention of hurting another person either verbally, physically or emotionally, by intimidating or demeaning them. It is usually persistent, is often covert and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress on the part of the victim.

Bullying can be but is not limited to the protected characteristics. It can be:

- Physical bullying, for example kicking, hitting, pushing and taking away belongings.
- Verbal bullying, for instance name calling, mocking and making offensive personal comments.
- Emotional bullying, including socially isolating an individual or spreading rumors about them.
- Cyber-bullying where technology is used to hurt someone- for instance text messaging or posting derogatory messages/images on the internet or any form of social media.
- Racist bullying when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic, bi-phobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and people who identify as transgender.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

With the advance of new technologies, our school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites and public websites inappropriately.

Some warning signs that a student is being bullied

- Changes in academic performance
- Feigning illness
- Clinging to adults
- Appearing anxious
- Regularly feeling sick or unwell
- Reluctance to come to school
- Clothes/bags torn or damaged
- Possessions going missing

- Unexplained cuts and bruises
- Unexplained behaviour changes
- Loss of appetite
- Not sleeping
- Loss of weight

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and be investigated.

Implementation

How we Respond to Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the cause for concern. All cases of alleged bullying are to be reported to the Head teacher, Deputy Headteacher or Assistant Headteachers.

In any case of alleged bullying, either the class teacher or a senior member of staff will first establish the facts and build an accurate picture of events over time. This will be done through discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of the bullying behaviours will not be acceptable.

All bullying incidents will be recorded (Arbor/My Concern) and the parents/carers of both parties will be informed. If the situation does not improve, the Headteacher (or senior leader) will meet with the parents/carers of the bullying child/children and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and punitive actions/sanctions as deemed necessary.

Our School Behaviour Policy

Good behaviour in school is central to a good education. At Cantrell Primary our behaviour policy is designed to ensure behaviour is effectively managed in order to provide a calm, safe and supportive environment where children want to attend and where they can learn and thrive (DFE Behaviour for school's guidance - Sept 2022). Pupils are taught explicitly what good behaviour looks like. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly.

Our Positive Behaviour System, alongside our RSHE curriculum, runs throughout the school with adaptations for younger pupils and pupils with Special Educational Needs. We recognise that some of our pupils have a variety of different additional needs. Therefore, class teachers liaise closely with other members of staff who may work with a child, for example the SENDCo, DSLs etc, to ensure all children's needs are met.

Our behaviour system steps include:

- In class management
- Partner classes
- Emotion coaching
- Reporting and Recording

Vulnerable Groups and Safeguarding

We recognise that some groups of pupils may be more vulnerable to bullying,

including:

- Looked After Children
- Gypsy, Roma and Traveller children

- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

The Designated Safeguarding Lead (DSL) will also be informed of all bullying issues where there are safeguarding concerns and the SENCO where children from vulnerable groups are involved.

Preventing Bullying

We aim to encourage children away from bullying through such initiatives as:

- The RSHE Scheme of work which is taught explicitly from years 1-6.
- Whole school 'Anti Bullying' week (annually) which involves having conversations in the classroom as to what constitutes bullying and what happens as a consequence as soon as any incidents arise.
- Our children are all taught the meaning of 'STOP' (Several Times On Purpose – Start Telling Other People)
- Our (whole school and in class) British Values Assembly themes based on 'Picture News' which raise awareness of bullying and also teaches other key values (such as 'Caring', 'Tolerance' and 'Respect' for others) to deter it.
- The NSPCC 'Speak out Stay Safe' programme and 'Pantasaurus'.
- The DAaRT programme.
- Positive displays around school to promote friendship/collaboration.
- Clear school and classroom expectations (rules and behaviour).
- Circle time activities and class discussion to prevent and in response to bullying incidents.
- Reactive programmes for vulnerable groups or groups involved in bullying e.g. emotion coaching.

The Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur termly through the Headteacher's report to governors, and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, it notifies the headteacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The Role of The Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body on the effectiveness of the anti-bullying policy on request.

The headteacher, alongside all teaching staff ensure that all children know that bullying is wrong, and that bullying of any kind is unacceptable in the school. The headteacher draws the attention of children to this fact at appropriate moments. For example, if an incident occurs, he or she may decide to use assembly as a forum in which to illustrate why any behaviours are wrong, and what the consequences might be.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-bullying advice to Parents/Carers

- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what your child has to say.
- ENCOURAGE your child to feel good about him or herself, realising that we are all
- different and equally important.

An increasing amount of bullying, particularly in older children, is CYBERBULLYING. Please monitor your child's use of texting, gaming and social media sites. Access to these is out of the schools' control when your child is not in school.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Impact

At Cantrell Primary, we have a 'zero-tolerance' approach to bullying of any kind. We want and expect:

- Pupils to behave with consistently high levels of respect for others.
- They should play an actively positive role in creating a school environment in which what we have in common is identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.
- Pupils to work in partnership with staff to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils to deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture to actively promote all aspects of pupils' welfare.
- Pupils should feel safe at all times and understand how to keep themselves and others safe in different situations and settings and trust leaders to take rapid and appropriate action to resolve any concerns they have.

Complaints

If a parent is worried and wishes to discuss any concerns relating to bullying, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Our school usually resolves concerns in this way. However, if there are on-going concerns, specifically relating to bullying, a meeting should be requested with the school's Deputy Head Teacher via the school office. The Deputy Head Teacher will then usually arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate.

We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or Deputy Head Teacher can be arranged.

If there are any complaints relating to this Anti-Bullying Policy these will be dealt with in the first instance by the Headteacher. The chair of governors may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.